

Carter Farm

Social Studies

Grade Eight - Georgia Studies

Applicable Georgia Performance Standards

SS8H8: The student will analyze the important events that occurred after World War I and their impact on Georgia.

- a. Describe the impact of the boll weevil and drought on Georgia.
- b. Explain economic factors that resulted in the Great Depression.

SS8H12: The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.

- b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and former president.

Enduring Understandings/Essential Questions

Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

- What was tenant farming?
- How did the tenant farming system work?
- How is tenant farming different from how farming is done today?
- What differences do these systems have on the everyday lives of farmers, both for tenant farmers during the Great Depression and for farmers today?

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

- Which United States President was born and raised in Georgia?
- What were Carter's most important contributions to the state and to the nation?

Procedures/Activities

Step 1: Duration: 15 minutes

Play through the Carter Farm scene of "Georgia Flashback."

Attachments for Step 1

Title: Georgia Flashback

Description: This Web-based game teaches students about Georgia history, architecture, and cultural geography.

Step 2: Duration: 30 minutes OR homework

Send students to the library OR assign as homework OR discuss in class farming during the Great Depression. Students should research farm life, especially the life of the tenant

farmer during the Great Depression. Have students use this research to write a one-page essay comparing the life of a current day farmer to the life of a tenant farmer during the Great Depression. The essay may touch on ideas in the essential questions. Optional: discuss essays in class. Students may be divided into two groups to represent modern day farmers and tenant farmers.

Step 3: Duration: 30 minutes OR 5 minutes plus homework

Divide the class into groups of two. Each group will consist of one “Jimmy Carter” and one “biographer.” Send the groups to the library OR assign research as homework. Students should research Jimmy Carter’s life and achievements. “Jimmy Carters” should be prepared to answer a variety of questions. “Biographers” should create a list of questions for an interview.

Step 4: Duration: 30 minutes

“Biographers” interview “Jimmy Carters.” Students may use videotapes to create segments for a fictional news channel, or they may write stories for a newspaper.

Assessment

1. Class discussion using Essential Questions.
2. Essay about farm life.
3. Jimmy Carter interviews.

Total Duration

105 minutes

Farm Life Essay

	<i>Standard Not Met</i>	<i>Needs Improvement</i>	<i>Meets Standard</i>	<i>Exceeds Standard</i>
<i>Describes farm life in the Great Depression era</i>	Does not describe farm life in the Great Depression era.	Mentions tenant farming, but does not describe clearly.	Describes tenant farming and the life of a tenant farmer in the Great Depression era.	Describes tenant farming and discusses the system's impact on the life of a tenant farmer in the Great Depression era.
<i>Describes current farm life</i>	Does not describe current farm life.	Mentions current farm life, but uses vague descriptions.	Describes at least three aspects of current farm life.	Description of current farm life uses the same parameters as the description of the life of a tenant farmer in the Great Depression era.
<i>Compares current farm life to Great Depression era farm life</i>	Does not compare current farm life to Great Depression era farm life.	Compares one aspect of current farm life to Great Depression farm life.	Compares at least three aspects of current farm life to Great Depression farm life.	Compares at least three aspects of current farm life to Great Depression farm life, and draws conclusions about what has caused these similarities or differences.
<i>Produces an essay that is organized</i>	Essay has no clear or logical organizational structure.	Essay is mostly logical and organized, but contains flaws.	Essay is logical and organized, and arguments are persuasive	Essay is logical and organized, and arguments are persuasive and innovative.
<i>Produces an essay that exhibits proper mechanics</i>	More than four errors in spelling or grammar.	Four errors in spelling or grammar.	No errors in spelling or grammar, and appropriate language.	No errors in spelling or grammar, and language shows in-depth understanding of material.

Jimmy Carter Interviews

	<i>Standard Not Met</i>	<i>Needs Improvement</i>	<i>Meets Standard</i>	<i>Exceeds Standard</i>
<i>Creates list of questions that address the major topics in Carter's life (biographers)</i>	Does not create list of questions that address the major topics in Carter's life.	Creates short list of questions.	Creates complete list of questions.	Creates complete list of questions, uses creativity in interview style.
<i>Displays knowledge and understanding of topics in Carter's life (Carters)</i>	Does not know about major topics in Carter's life.	Can answer basic questions, but does not give detail.	Gives detailed answers to all questions.	Gives detailed answers to all questions, uses physical characteristics, dialogue, or mannerisms to play the role of Carter.
<i>Creates finished product (videotape, news story) that serves as an accurate biographical piece</i>	Does not create finished product.	Creates finished product, but product is missing key details that make it an accurate biographical piece.	Creates thorough, accurate finished product.	Creates thorough, accurate finished product that is organized and creative.